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ABSTRACT

This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). The purpose of this particular guide is to provide those who serve as liaison administrators (LAs) in Project Leadership with an understanding of the project and their responsibility to the realization of its goals. Liaison administrators are specially trained individuals who provide leadership by directing the activities in a given satellite or region comprised of participating districts and administrators in a specific geographic area. The LAs' major responsibilities include: (1) serving on the State Advisory Board, (2) leading satellites, (3) providing training in the use of presenters' guides, and (4) collecting and analyzing professional growth plans. The guide also discusses the purpose of satellites, scheduling meetings, recordkeeping, promoting collegiality, professional growth plans, and the development and use of presenters' guides. Appendices include a suggested satellite meeting agenda and report form; a meeting evaluation form for the participant and the presenter of the guide; and a professional growth plan form. (IW)

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Liaison Administrators

PROJECT LEADERSHIP PRESENTER'S GUIDE

Prepared by the Research-Based Training for School Administrators Project

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A training model called Project Leadership developed by the Association of California School Administrators (ACSA) and directed by James Olivero was selected as a vehicle for the purpose of disseminating research and state-of-the-art materials to school administrators. Project Leadership is built upon two key ideas: networking and administrators training one another using scripted workshop materials called Presenters' Guides. This is a Presenter's Guide developed by the team at the Center for Educational Policy and Management (CEPM).

All members of our team at CEPM have contributed in some way to this material. They include Bruce Bowers, Damon Dickinson, Susan Gourley, Dennis Pataniczek, and Max Riley. We are grateful to David Horowitz and Sissel Lemke for their clerical assistance.

USING THE GUIDE

The guide is written so that it can be read aloud, but we believe you will want to make changes and provide your own examples. You should adapt the material to your personal needs and the needs of your audience.

You are equipped with the Presenter's Guide, which contains a script and suggestions for the conduct of the session (in italics) and appendices.

PRIOR TO THE WORKSHOP

1. Review guide -- the script and appendices -- prior to the workshop.
2. Prepare copies of appendices for each participant.
3. Arrange for meeting room facilities: Ideally, the facilities will offer places for participants to write as well as areas for breaking up into small groups.
4. Arrange for coffee or other refreshments, if desirable.

Liaison Administrators Training Guide

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1.0 INTRODUCTION

The purpose of this training guide is to provide those who serve as Liaison Administrators (L.A.s) in Project Leadership with an understanding of the project and their responsibility to the realization of its goals. Understanding such things as satellites, Presenters' Guides, and professional growth plans will enable L.A.s to assist participants in carrying out activities to benefit both individual administrators and participating school districts.

2.0 PROJECT LEADERSHIP

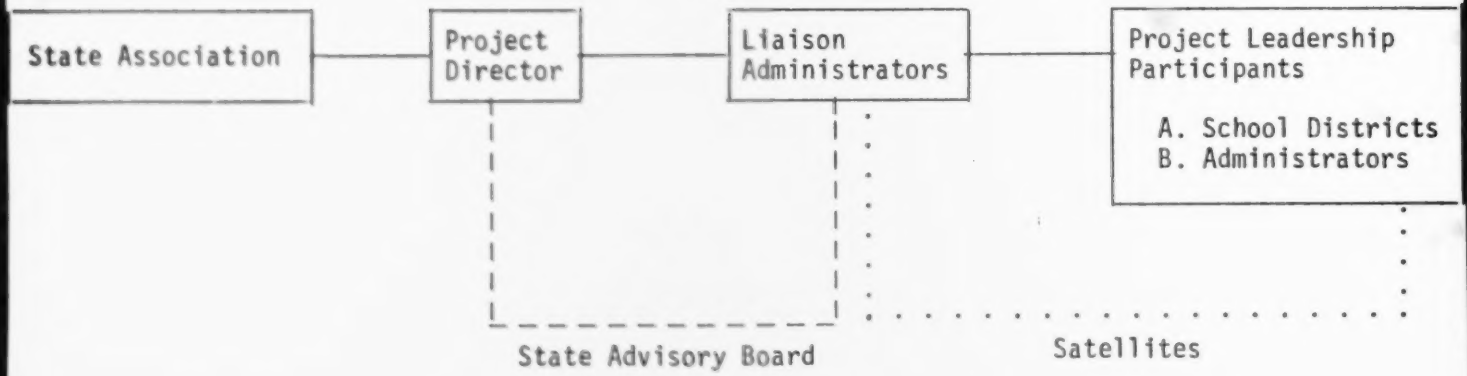
Organizational Structure

The diagram on the following page represents the statewide organizational structure of Project Leadership. The sponsoring agency, in most states, is a state administrators' association, which promotes the project as a means of providing ongoing inservice training for its members. The State Project Director, a member of the association staff, administers the project and chairs the State Advisory Board. As the governing body of the project, this board is responsible for planning statewide activities and ensuring frequent communication between the association and participants. In addition to the director, all Liaison Administrators serve on the Advisory Board.

Liaison Administrators

Liaison Administrators (L.A.s) are specially trained individuals who provide leadership by directing the activities in a given satellite or region. Each Liaison Administrator is assigned to a satellite comprised of participating districts and administrators in a specific geographic area. Through L.A.s the goals of Project Leadership are transformed into activities and accomplishments. The L.A.'s major responsibilities include 1) serving on the State Advisory Board, 2) leading satellites, 3) providing training in the use of Presenters' Guides, and 4) collecting and analyzing professional growth plans.

Project Leadership Organizational Structure



Liaison Administrators, led by the State Project Director, make up the State Advisory Board -- the executive body that directs Project Leadership in each state. L.A.s represent the interests of project participants. Their involvement assures that statewide activities are relevant to the needs and expectations of participants and their districts.

The majority of an L.A.'s time commitment to Project Leadership involves satellite activities. Each satellite is led by one or more L.A.s who conduct a minimum of four satellite meetings each year. They assume responsibility for developing agendas, facilitating meetings, evaluating activities, and satellite recordkeeping. Meetings include presentations on issues of interest to administrators, guidance in the development and evaluation of professional growth plans, and opportunities for participants to share information and ideas.

A third task performed by L.A.s is the management of the satellite's library of inservice scripts known within the project as "Presenters' Guides." L.A.s provide assistance to administrators who wish to use the guides as a resource for preparing to lead inservice training sessions for other participants.

In addition to assisting participants with presentations, L.A.s help in the development of professional growth plans. The L.A. is the primary resource for participants as they develop their plans, sometimes referred to as Self-Performance Achievement Records (SPARs). By guiding participants at satellite meetings and individually, L.A.s provide instruction in the development of plans and assessment of progress. In addition, they collect plans from participants and submit them to the Project Director. Experience suggests that the benefits participants derive from their professional growth plan is related to the time and emphasis L.A.s allocate to the development of plans in satellite

meetings.

In order to be successful, L.A.s must be respected. The specific administrative position they hold is probably not as important as the credibility they have among their peers. Whatever their formal administrative positions, L.A.s should be energetic, enthusiastic, and creative individuals with well-developed communication skills.

Participants

Benefits

Project Leadership is an inservice program for school administrators that provides opportunities for professional and personal growth. Specifically, Project Leadership is designed to benefit participants by providing training in essential administrative skills, offering planned procedures for attaining personal goals, and creating a sense of collegiality among project participants.

A major benefit of Project Leadership is the training provided in educational management. Inservice programs in areas such as effective communication, problem-solving, and time management give administrators access to relevant research findings and successful practices that can enhance their job performance and satisfaction. Advanced skill workshops stress the acquisition of up-to-date information necessary for administrators to keep abreast of changes and innovations in the field. While skill-building activities are designed for all participants, the development of professional growth plans provide participants the opportunity to focus on individual goals.

The completion of a professional growth plan involves a step-by-step procedure outlining preplanned activities and strategies. By sharing their plans, participants benefit from the experience and knowledge of others and become aware of additional resources available to assist them in meeting their personal

goals. This collegial sharing between project participants is one of the most rewarding aspects of Project Leadership. The building of a collegial network allows administrators to exchange ideas in a nonthreatening environment and to share common concerns. Although this does not always lead to solutions, awareness that a problem is shared by other administrators or school districts may lessen the feelings of isolation often experienced by educational leaders.

Responsibilities

A major responsibility of all Project Leadership participants is the dissemination of information, knowledge, and skills gained through their involvement in the project. Dissemination activities may include inservice programs, one-to-one consultations with other administrators in the district, or the sharing of critical information.

Since one of the key elements to the success of the project is the interaction among members, it is essential that members become actively involved in state and satellite activities. Participants should plan on attending two statewide meetings each year and at least four satellite meetings. Active participation in the satellite includes assisting in planning programs as well as taking turns hosting meetings.

There is little monitoring or tracking of participants' activities or their progress toward meeting project goals; those involved must be self-directing. The success of Project Leadership relies not on the use of outside consultants, but on the development of indistrict consultants. This is possible only by the active involvement of all participants who are committed to the objectives of Project Leadership.

School District Participation

Benefits

Project Leadership offers school districts an effective, systematic training program for administrators. By bringing services and programs closer to participating districts, the project provides a cost effective method for inservice training. Through participation in Project Leadership a district may develop a cadre of administrators knowledgeable in a variety of areas of school management and curriculum leadership. The expertise these administrators gain not only enhances their own job performance but enables them to assist other administrators in the district through formal group inservice activities and informal one-to-one consultations.

Administrators who develop and implement indistrict activities receive their training by participating in various statewide and local satellite activities. Workshops at statewide meetings expand administrators' knowledge in skill-building components such as communication, conflict management, and decision-making, and provide information on recent research findings and promising practices in the field. In satellite activities participants have the opportunity to combine Presenters' Guide materials with knowledge gained from individual experience and study.

Participation in Project Leadership allows a team of administrators to identify district goals and to work both individually and as a group toward the attainment of those goals. For example, a team may choose to work on an ongoing project such as improving school climate or developing a structure for participatory decision-making. Or instead, they may concentrate on specific problems such as implementation of middle schools or the development of a special event in the district.

For a participating school district, Project Leadership provides resources not commonly found in other professional inservice models. The skills of individuals combined with current research findings provide effective inservice training and individual consultation services within the district.

Responsibilities

School districts not only gain more knowledgeable administrators from participating in the project, they also bear some responsibilities. These responsibilities include financial support and released time for participating administrators as well as encouragement of administrators' active participation in statewide and satellite activities.

Financial support may include membership fees and funds for travel and conference expenses. Typically the membership fee covers the cost of two annual conferences, satellite meetings, access to Presenters' Guides, project materials related to the development of professional growth plans, and administrative training materials distributed to all members. Although the number of administrators a district chooses to enroll in the project will vary according to size and needs of the district, it is desirable to have at least one district office administrator and one site administrator from each level, that is, elementary, middle school or junior high, and senior high. A county office or educational service district might send a combination of county office administrators and representatives from several districts.

Similarly participants' time commitments to statewide and satellite activities can only be met with the cooperation of his or her school district. This includes released time to attend project meetings and to disseminate Project Leadership information through workshops within the local district and in other districts enrolled in the project. Only when participants are encouraged to

provide training for one another can the true potential of Project Leadership be realized.

The State Association

The umbrella organization of Project Leadership is often the state administrators' association. As a professional organization for school administrators, the association is concerned with the improvement of education by enhancing the professional skills, knowledge, and attitudes of its members. Project Leadership enables the association to meet this goal of fostering professional growth by providing a systematic approach to inservice training for its membership. In turn, the state association contributes the organizational and technical support necessary for the implementation and ongoing operation of the project.

The administrative and support personnel needed to oversee project activities can be staff members of the state association. These staff members, who may combine Project Leadership duties with other association responsibilities, produce and disseminate information about the project to school districts and individual participants throughout the state. In addition, the association selects Liaison Administrators from its membership and provides them with training and resources to carry out their duties. School districts and administrators want assurance that they will be receiving a quality program that addresses their needs. They want to know they are receiving high dividends for their investments of money and time. The reputation of the state association for promoting high-caliber programs plays an important part in the initial recruitment and continued promotion of the project.

The State Project Director

The State Project Director coordinates all Project Leadership activities and supervises support personnel assigned to the project. The major responsibility of the director is to develop and maintain communication networks among project participants. Meeting regularly with Liaison Administrators, the Director is continually apprised of satellite activities and assists in the planning of future programs responsive to the needs of project participants. These meetings, combined with local satellite meetings, assist the director in becoming familiar with participating school districts and administrators. In turn, the development of effective communication networks assists the director to promote the project and recruit new members.

To increase membership in the project, directors may send information outlining the objectives, benefits, and responsibilities associated with membership to all school districts and administrators in the state. To supplement these mailings, directors, with assistance from L.A.s, give presentations at professional meetings within the state to acquaint administrators with the project and its activities.

In addition to promotional activities, the director is also responsible for developing programs for statewide meetings including the acquisition of high quality speakers. Because these meetings are the only experiences all Project Leadership participants share, they are vital to the success of the project.

3.0 SATELLITES

Purpose

Satellites are regional associations of Project Leadership participants. Their boundaries are set by the State Project Director, the Advisory Board, or the state association who determine the best way to divide the state into

geographic regions. Satellites serve as vehicles for bringing services and programs closer to participating school districts and administrators. They provide a forum for participants to apply the material learned at statewide meetings, support the efforts of one another to attain personal and district goals, and develop skills in leading inservice training sessions. Liaison Administrators have responsibility for three critical aspects of satellites: meetings, records, and a collegial atmosphere.

Meetings

Satellite meetings are held four times a year and usually last from four to six hours. Often they include some social activities organized around lunch or other refreshments. The agenda for satellite meetings may vary according to the needs of the group, but most meetings will focus on presentations by project participants. Appendix I is an example of a satellite meeting agenda developed by an L.A. and sent to project participants before the meeting.

Satellite meetings often are organized around presentations given by members utilizing Presenters' Guides supplemented with accounts of individual experiences and knowledge. The number of presentations made at a satellite meeting depends on the length of the meeting and the needs of the group. Usually a meeting will encompass no more than two presentations. Some satellites have adopted a format of one-and-a-half presentations. A half presentation may be a quick run through of a new Presenters' Guide or a short summary of a subject not covered by a Presenters' Guide but of interest to satellite members.

The selection of topics for satellite presentations is generally determined at a meeting of satellite members during the statewide meeting in the fall. Participants rank topics according to their needs and interests and the top six to eight are scheduled for presentation during the coming year. Members

volunteer to make presentations in order to learn more about a topic and to gain experience in conducting workshops.

In addition to presentations, satellite meetings should include some time for discussing individual concerns. Depending on the size of the satellite, this activity may take place in a large group or in small groups of six to ten. This part of the satellite meeting provides an opportunity for giving progress reports on professional growth plan activities and for members to discuss current events or problems in their professional lives.

Recordkeeping

It is important that L.A.s develop an efficient system of recording participant activities and accomplishments. Appendix 2 is an example of forms developed by an L.A. to record member participation. Accurate, up-to-date recordkeeping provides the L.A.s with information on members that need assistance as well as on those participants who have made an outstanding contribution to the satellite.

An important component of satellite management is the evaluation of satellite activities. L.A.s should systematically evaluate satellite meetings by having participants complete evaluation forms at the conclusion of each meeting. These evaluations help the L.A. to plan future satellite meetings and activities and to complete the Satellite Meeting Report Form which is sent to the Project Leadership State Director (Appendix 3). This communication with the director keeps him or her apprised of satellite activities and progress and any needs or concerns of members.

Promoting Collegiality

The development of collegiality among members is central to the purposes of Project Leadership and an important aspect of satellite activities. School

administrators sometimes feel isolated and need the support and understanding of peers. Satellite activities allow Project Leadership participants to form informal networks with other administrators and to feel comfortable discussing common concerns and problems.

While it may seem that collegiality is an inevitable result of bringing a group of school administrators together, there are specific activities L.A.s can plan in an effort to encourage group cohesiveness. One technique is to rotate meetings among participants' schools and to build into the meeting agenda time for the host or hostess to conduct a tour or describe a noteworthy component of the school program. A second technique is to schedule informal time for meals or refreshments.

In developing the meeting agenda, the L.A. should always include time for each member to speak to the group. This exchange may take place with the group as a whole or in small groups of from six to eight persons. Discussion may focus on progress reports of professional growth plans or current developments in local districts. Many satellite members report that they learn to trust other members as they begin to share more information of a personal nature.

The development of collegiality is not limited to regional satellite meetings. Activities at statewide meetings can also be effective in promoting cohesiveness among members. L.A.s may want to plan a satellite dinner or social hour during the statewide meeting. These social events also alleviate the problem of administrators from small districts feeling isolated or alone at the large statewide meetings. Satellites often develop distinctive emblems or activities that identify them as a group at state meetings.

Although there are numerous techniques and strategies an L.A. may employ to promote cohesiveness in his or her satellite, the most important technique is

displaying sensitivity and commitment to the group. An L.A.'s interest in others and perception of others' needs and concerns provides a model for all satellite members. By being open and willing to discuss problems and solutions, L.A.s create the environment necessary for the development of collegiality among satellite members.

4.0 PROFESSIONAL GROWTH PLANS

Professional growth plans are completed by all Project Leadership participants. These plans may be aimed toward improvement in the participant's school or district (for example, developing a new staff evaluation plan) or they may be more personal (for example, spending more time with the family).

While the format of professional growth plans varies from state to state, all contain three common elements: 1) goal(s) setting, 2) development of activities to accomplish the goal(s), and 3) documentation of success.

Plans should be developed at the beginning of each year either at the statewide conference or the first satellite meeting. First time participants should receive step-by-step instruction in developing their plan, including activities to help them identify their goals as well as instruction in the mechanics of completing the form. Once growth plans have been completed, opportunities should be provided for participants to share their plans and receive feedback and support from one another.

L.A.s should structure satellite meetings to include time for progress reports on growth plans. These updates not only provide members a forum for exchanging ideas and resources but also require individuals to be publicly accountable concerning their progress toward achieving their goals(s). Experience indicates that the emphasis L.A.s place on growth plans contributes greatly to the benefits members derive from them.

Appendix 5 is an example of a growth plan form developed and used by one state association for Project Leadership.

5.0 PRESENTERS' GUIDES

What are Presenters' Guides?

Presenters' Guides are inservice programs in script form that summarize leading research on topics of interest to school administrators. These summaries provide workshop leaders with a reference for conducting training sessions. Although each Presenters' Guide varies according to the topic presented, they all provide the materials necessary to conduct a workshop, including a script, suggested activities, and masters for transparencies and materials to be handed out.

Development

The Center for Educational Policy and Management (CEPM) at the University of Oregon is involved in the development of the guides. CEPM's goal in producing these guides is to shorten the time lag between the publication of research and its utilization in schools. Guides are written by researchers in the field of educational management and reviewed by school administrators. In addition to the CEPM guides, administrators enrolled in the project have developed guides based on their knowledge and experience in school management.

The Use of Presenters' Guides

The more Liaison Administrators understand about the use of Presenters' Guides, the more effective the guides become as tools for structuring inservice programs. Although some workshop leaders have successfully used Presenters' Guides as the sole resource for a workshop, this is probably not the best strategy for most presenters. Although guides do contain current information and research on a particular topic, presenters will be more effective if they con-

sult references in the guides and the lists of suggested readings. In addition, it is important to adapt the presentation to the audience being addressed.

Responsibilities of Liaison Administrators

L.A.s have three responsibilities regarding Presenters' Guides. First, L.A.s provide training for participants in the proper use of guides. The L.A. may choose to provide this training in a group setting or on a one-to-one basis with individuals who are preparing for a presentation.

Second, L.A.s help evaluate guides in two ways: by asking for evaluations of presentations from workshop participants and by obtaining evaluations completed by the presenter. Appendix 4 is an example of an evaluation instrument useful for participants assessing individual presentations. In addition to distributing written evaluation forms many satellites allow time for a brief verbal evaluation of a presentation. This allows the presenter the opportunity to receive immediate feedback and reinforcement from the satellite members. An evaluation of a Presenters' Guide by the presenter (see Appendix 6) can benefit future presenters in their selection and use of guides.

All L.A.s are provided with a complete set of Presenters' Guides, which they make available to members of their satellites. It is important that L.A.s develop an effective inventory and checkout system to ensure the efficient use of guides.

Appendix 1

SATELLITE MEETING

(Date)

(Place)

(Time)

AGENDA

9:00 - 9:30	Coffee and Rolls Registration
9:30 - 9:45	1. Introductions 2. Welcome by (satellite meeting host)
9:45 - 11:30	Presenters' Guide -- (Presenters' Guide Title) by (Presenter's Name)
11:30 - 12:00	Professional Growth Plan Update
12:00 - 12:45	Lunch Break
12:45 - 2:00	Presenters' Guide -- (Presenter's Guide Title) by (Presenter's Name)
2:00 - 2:15	Wrap-up and Evaluation

APPENDIX 2

Name	State wide meeting Date___	State wide meeting Date___	SPAR form completed	SPAR update Date___	SPAR update Date ___	Satellite meeting Date___	Satellite meeting Date___	Satellite meeting Date___	Satellite meeting Date___	Presenta-tion	Hosted meeting
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
et cetera											

Appendix 3

SATELLITE MEETING REPORT FORM

1. Name of Satellite _____ 2. Date of Meeting _____

3. Location of Meeting _____

4. Attach meeting agenda and list of those attending meeting.

5. Although the agenda might suggest the objectives to be achieved as a result of conducting the Satellite Meeting, please list below the objectives of the meeting as you perceived them. Be specific.

(1) _____ (3) _____

(2) _____ (4) _____

6. Which of the above objectives (list by number) were not fully achieved? And why? (If known)

_____

7. List the titles of presentations.

(1) _____ (2) _____

8. List other presentations or topics of interest to the group. _____

_____

9. List the Project participants attending this meeting who need considerable assistance in achieving Project outcomes. Describe the assistance needed by each. (Use an additional sheet, if necessary)

_____

_____

10. List the names of individuals who shared a progress report on their individual growth plan.

_____

_____

Date Report Completed: _____ _____
Signature of Liaison Administrator

Reviewed by Project Executive

_____ _____
Project Leadership Executive Date

Appendix 4

TOPIC/TITLE _____ SPEAKER/CONSULTANT _____ DATE _____

(Circle Appropriate Number)

1.	Were the objectives for this session clear?	Clear	5	4	3	2	1	Vague
2.	To what extent were the objectives met?	Fully	5	4	3	2	1	Insufficientl
3.	How well was the presentation organized?	Very Well	5	4	3	2	1	Very Poorly
4.	How helpful do you think the presentation will be to your work?	Very Helpful	5	4	3	2	1	Not Helpful
5.	Did the physical arrangements help or hinder the meeting of the objectives?	Help	5	4	3	2	1	Hinder
6.	Was the media appropriate?	Too Little	1	2	3	4	Right 5	4	3	2	1	Too Much
7.	Was there enough time allowed to meet the objective?	Too Little	1	2	3	4	Right 5	4	3	2	1	Too Much

RECOMMENDATIONS/CONCERNS/REMARKS

What I found most useful was. . .

What I would like more of is. . .

What I would change is. . .

Additional Remarks:

NAME (Optional) _____ SCHOOL DISTRICT _____ POSITION _____

Appendix 5

PROJECT LEADERSHIP: PROFESSIONAL GROWTH PLAN

NAME:_____ POSITION: _____ SATELLITE:_____

GOAL STATEMENT (IN GENERAL, WHAT DO YOU WANT TO DO?): _____

OBJECTIVES (SPECIFICALLY, WHAT WILL YOU DO?)	ACTIVITIES /TIMELINES (STEPS AND DATES)	EVALUATION (HOW WILL YOU KNOW THAT YOU WERE SUCCESSFUL?)

Appendix 6

Presenters' Guide Evaluation

Instructions: This form is to be completed by presenters at the completion of the workshop. Please complete all sections so that future presenters can benefit from your experience.

Presenters' Guide Title: _____

_____

Workshop Title: _____

Date of Workshop: _____

Where: _____

Length of Presentation: _____

1. How useful was the guide as a resource in your presentation? _____

_____

_____

2. How did you supplement the information contained in the guide for your presentation? _____

_____

_____

3. What suggestions do you have for future presenters using this guide? _____

_____

_____

Presenter's Name: _____

School District: _____

Date: _____